Innisfail State School

Reading Framework
What do we know about reading?

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

<table>
<thead>
<tr>
<th>Framework</th>
<th>School-based Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum into the classroom</td>
<td>The Curriculum into the classroom (C2C) is an Education Queensland initiative to help introduce the new curriculum in Queensland state schools.</td>
</tr>
<tr>
<td>ACARA English</td>
<td>For providing over-arching program goals</td>
</tr>
<tr>
<td>Dimensions of Teaching and Learning</td>
<td>For embedding the teaching of reading into the curriculum and foregrounding the students reading as the focus for improvement</td>
</tr>
<tr>
<td>Teaching/ Learning Cycle</td>
<td>For questioning whether the teaching is too implicit for students and ensuring that what is assessed has actually been taught through explicit teaching and scaffolded learning.</td>
</tr>
<tr>
<td>Productive Pedagogies (2004)</td>
<td>For questioning the rigour in teaching and the existence of quality access and connectedness to the curriculum</td>
</tr>
<tr>
<td>First Steps in Reading (2004)</td>
<td>A resource which provides professional knowledge about and practical tools for the explicit teaching of reading</td>
</tr>
<tr>
<td>Four Resources Model</td>
<td>For examining the existence of balance in literacy teaching and learning practices.</td>
</tr>
<tr>
<td>Model of Language (Halliday’s Systemic Function Linguistics Model 1994)</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>
</tbody>
</table>
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).

Effective and supportive reading instruction enables students to become fluent readers. It supports students to comprehend what they are reading, to apply and communicate knowledge and skills in new contexts, and to have a strong desire and motivation to read.

Effective teaching of reading across the Learning Areas provides planned and explicit opportunities for students to develop:

- **Oral Language** active strategies for planning and composing spoken texts; knowledge of spoken texts and textual features; knowledge of the language of social interaction; active
- **Fluency**
- **Vocabulary** A broad and deep vocabulary
- **Comprehension** Active comprehension strategies
- **Text knowledge** Knowledge of texts and textual features
- **Domain knowledge** Knowledge of the world

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.
PM Benchmarks: Guidelines for FNQ Region

For purposes of Regional data collection

- Level recorded to be Independent (96% and above)
- A teacher to complete PM Benchmarks once per Term
- Data to be entered on OneSchool (in Corporate “Reading Level” Assessment area)
- Guidelines for each kit to be followed as per teacher guide.
- IPM Benchmark levels are not to be included on report cards.
- Data is collected to monitor reading progress across the Region.

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.

EAL/D

Comprehension by EAL/D students must not just rely on the Benchmark test, as the questioning may not be a clear indication of the understanding and that additional opportunities to demonstrate understanding be also provided and taken into account when assessing.
### Explicit Teaching Framework

#### MODELLED READING  
**DAILY**

**Purpose:**
To direct students’ attention to a specific aspect of reading behaviour or text features to make the thinking processes that go on when reading ‘visible’ to the student.

**I Do:**
- Can be whole class or small group
- Direct students’ attention to the aspect you want them to focus upon – “As I read this, I want you to be listening for…”
- Teacher explicitly models the thinking process aloud – “I need to think about why the author wrote this text.” or “I think this word means … because I can see a connection to … (a base word, prefix, subheading etc.)”

### Consolidation

#### OPENING THE LESSON

#### Shared Reading  
**DAILY**

**Purpose:**
To scaffold students with a focus on specific text features or reading behaviours to enhance comprehension.

**I Do:**
- Teacher MUST have prepared text before the lesson i.e. selected parts of text masked (e.g. pronouns) or marked (e.g. phrasing) depending on the focus of the lesson.
- Can be done with whole class providing all can see text clearly or small group.
- Teacher models first example

**We Do:**
- Students are given increasing responsibility to ‘solve’ the masked words or to perform the reading behaviour.

### Guided Reading  
**3 – 4 times / week**

**Purpose:**
- Focused small-group teaching episode that enables the teacher to provide strategic and explicit instruction in decoding, making meaning and thinking critically.
- Students of similar ability grouped together.
- Each student has a copy of the text.

**I Do:**
- Teacher chooses a text based on identified needs of students and which exemplifies the specific language features for the lesson focus.
- Teacher prepares any scaffolding to help students record information/achieve the task.
- Teacher introduces the text and directs student attention to the focus of the lesson.

**We Do:**
- Students may discuss the text, link to prior knowledge, make predictions etc.

**You Do:**
- Students read increasing amounts of the text silently and prepare to complete assigned task.
- After reading, review purpose of the lesson and determine if it has been met.
- Reflect upon strategies that enabled success.

### Independent / Individual  **Daily Reading**

**Purpose:**
- To enable students to practise successful reading strategies for a specific purpose.

**I Do:**
- Teacher directs students to the purpose of the task.

**You Do:**
- Students read individually / independently.
- After reading, students present findings (based on purpose of the reading task).
- Students reflect on strategies that enabled success.
Far North Queensland 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 school’s Reading program will include – Modelled reading (daily), Shared reading (daily), Guided reading (3-4 times week) and Independent / individual reading (daily).
3. Each school will have a whole school reading scheme - ISS use Springboards
4. Each school will have a systematically taught phonics program - ISS P-1 Jolly Phonics; 2—6 Soundwaves
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
6. Reading assessment and development of individual reading goals, occurs every 5 weeks - ISS interview with Principal.
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 some 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, Decoding (phonemic awareness and phonics), vocabulary development, comprehension and fluency must be explicitly taught in reading programs.
10. Lessons will include whole class and group 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 & Plough Back.
12. The reciprocal relationship between reading, writing and speaking is made explicit to students.
13. Half term assessment tasks (in phonemic awareness, phonics, fluency, vocabulary development and comprehension) will monitor student progress.

How do we teach reading?

At Innisfail State School we:

- teach reading across all learning areas, implementing QAR comprehension strategies
- employ reading procedures (modelled, shared, guided, individual)
- build the teaching of reading into our weekly timetable
- explicitly teach reading strategies
- apply the principles and use the resources from your informing frames e.g. First Steps in Reading
- differentiate our program to cater for students of different abilities
- use a variety of types of texts including real life and commercial texts
- use ICTs 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.

Working Towards Greater Things
## Canecutter Cluster

### Reading Standards Prep—Year 3

<table>
<thead>
<tr>
<th>ASSESSABLE ELEMENTS</th>
<th>DESCRIPTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accuracy</strong></td>
<td></td>
</tr>
<tr>
<td>(PM Benchmark levels)</td>
<td></td>
</tr>
<tr>
<td>Very High</td>
<td>95% accuracy rate at designated benchmark level.</td>
</tr>
<tr>
<td>High</td>
<td>95% accuracy rate at designated benchmark level.</td>
</tr>
<tr>
<td>Sound</td>
<td>95% accuracy rate at designated benchmark level.</td>
</tr>
<tr>
<td>Developing</td>
<td>95% accuracy rate at designated benchmark level.</td>
</tr>
<tr>
<td>Needing Support</td>
<td>95% accuracy rate at designated benchmark level.</td>
</tr>
<tr>
<td>Year Level</td>
<td>Sem 1</td>
</tr>
<tr>
<td>Prep</td>
<td>&gt; 6</td>
</tr>
<tr>
<td>Year 1</td>
<td>&gt; 19</td>
</tr>
<tr>
<td>Year 2</td>
<td>&gt; 24</td>
</tr>
<tr>
<td>Year 3</td>
<td>&gt; 28</td>
</tr>
<tr>
<td>Year 3</td>
<td>1-20</td>
</tr>
<tr>
<td><strong>Reading Strategies</strong></td>
<td>Discerning and controlled use of decoding strategies, prediction, self-correction, re-reading and reading on.</td>
</tr>
<tr>
<td></td>
<td>Purposeful and effective use of decoding strategies, prediction, self-correction, re-reading and reading on.</td>
</tr>
<tr>
<td></td>
<td>Appropriate and competent use of decoding strategies, prediction, self-correction, re-reading and reading on.</td>
</tr>
<tr>
<td></td>
<td>Variable use of decoding strategies, prediction, self-correction, re-reading and reading on.</td>
</tr>
<tr>
<td></td>
<td>Rudimentary use of decoding strategies, prediction, self-correction, re-reading and reading on.</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>Effortless reading at an appropriate rate with meaningful expression and appropriate phrasing.</td>
</tr>
<tr>
<td></td>
<td>Fluent reading at an appropriate rate with meaningful expression and appropriate phrasing.</td>
</tr>
<tr>
<td></td>
<td>Well-paced reading focussed on meaning with some expression and generally appropriate phrasing.</td>
</tr>
<tr>
<td></td>
<td>Slow reading focussed on decoding with attempted expression. Some awareness of the functions of punctuation.</td>
</tr>
<tr>
<td></td>
<td>Stilted, expressionless reading focussed on decoding with limited awareness of the functions of punctuation.</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Highly proficient use of language elements and contextual clues to interpret and infer from texts.</td>
</tr>
<tr>
<td></td>
<td>Effective use of language elements and contextual clues to interpret and infer from texts.</td>
</tr>
<tr>
<td></td>
<td>Satisfactory use of language elements and contextual clues to interpret and infer from texts.</td>
</tr>
<tr>
<td></td>
<td>Variable use of language elements and contextual clues to interpret texts mainly at the literal level.</td>
</tr>
<tr>
<td></td>
<td>Rudimentary use of language elements and contextual clues to interpret some texts at the literal level.</td>
</tr>
<tr>
<td><strong>PM BENCHMARK SUMMARY</strong></td>
<td>Retelling – Excellent</td>
</tr>
<tr>
<td></td>
<td>Comprehension - Excellent</td>
</tr>
<tr>
<td></td>
<td>PM BENCHMARK SUMMARY</td>
</tr>
<tr>
<td></td>
<td>Retelling – Satisfactory</td>
</tr>
<tr>
<td></td>
<td>Comprehension - Satisfactory</td>
</tr>
<tr>
<td></td>
<td>PM BENCHMARK SUMMARY</td>
</tr>
<tr>
<td></td>
<td>Retelling – Unsatisfactory</td>
</tr>
<tr>
<td></td>
<td>Comprehension - Unsatisfactory</td>
</tr>
<tr>
<td></td>
<td>PM BENCHMARK SUMMARY</td>
</tr>
<tr>
<td></td>
<td>Retelling – Unsatisfactory</td>
</tr>
<tr>
<td></td>
<td>Comprehension - Unsatisfactory</td>
</tr>
</tbody>
</table>

*Both Accuracy and Comprehension must be at the same standard to achieve that overall standard.*
How to Calculate Running Records

Step 1
Count the Running Words (R.W.)
150

Step 2
Ratio of Errors To Running Words

<table>
<thead>
<tr>
<th>Errors</th>
<th>Running Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>150</td>
</tr>
<tr>
<td>1:10</td>
<td></td>
</tr>
</tbody>
</table>

Step 3
Accuracy Rate

\[
100 - \frac{E \times 100}{RW} = 90\%
\]

Step 4
Self-Correction Rate (Count number of SC)
\[
\frac{SC}{E + SC} = \frac{5}{15 + 5} = 1:4
\]

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 insight 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

<table>
<thead>
<tr>
<th>ERROR RATE</th>
<th>% ACCURACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:200</td>
<td>99.5</td>
</tr>
<tr>
<td>1:100</td>
<td>99</td>
</tr>
<tr>
<td>1:50</td>
<td>98</td>
</tr>
<tr>
<td>1:35</td>
<td>97</td>
</tr>
<tr>
<td>1:25</td>
<td>96</td>
</tr>
<tr>
<td>1:20</td>
<td>95</td>
</tr>
<tr>
<td>1:17</td>
<td>94</td>
</tr>
<tr>
<td>1:14</td>
<td>93</td>
</tr>
<tr>
<td>1:12.5</td>
<td>92</td>
</tr>
<tr>
<td>1:11.75</td>
<td>91</td>
</tr>
<tr>
<td>1:10</td>
<td>90</td>
</tr>
<tr>
<td>1:9</td>
<td>89</td>
</tr>
<tr>
<td>1:8</td>
<td>87.5</td>
</tr>
<tr>
<td>1:7</td>
<td>85.5</td>
</tr>
<tr>
<td>1:6</td>
<td>83</td>
</tr>
<tr>
<td>1:5</td>
<td>80</td>
</tr>
<tr>
<td>1:4</td>
<td>75</td>
</tr>
<tr>
<td>1:3</td>
<td>66</td>
</tr>
<tr>
<td>1:2</td>
<td>50</td>
</tr>
</tbody>
</table>

Self-Correction Rate Levels

- GOOD: 1:1, 1:2, 1:3
- FAIR: 1:4, 1:5
- POOR: 1:6+
### Canecutter Cluster
#### Sight Word Benchmarks – P-3
Students are expected to have instant and automatic recall of the following sight words by the end of each term. These are minimum expectations.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sight Word Levels</td>
<td>Minimum Expectation</td>
<td>Sight Word Levels</td>
<td>Minimum Expectation</td>
</tr>
<tr>
<td>Prep</td>
<td>M100W - Gold</td>
<td>12 words</td>
<td>M100W - Red</td>
<td>42 words</td>
</tr>
<tr>
<td></td>
<td>M100W - Blue</td>
<td></td>
<td>M100W - Blue</td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>M200W – Aqua</td>
<td>160 words</td>
<td>M200W – Pink</td>
<td>240 words</td>
</tr>
<tr>
<td></td>
<td>M200W – Lime</td>
<td></td>
<td>M200W – Purple</td>
<td></td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td>500 words</td>
<td></td>
<td>600 words</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td>900 words</td>
<td></td>
<td>1000 words</td>
</tr>
</tbody>
</table>

### Canecutter Cluster
#### Prep Phonics Benchmarks
The following letter-sound relationships are to be known and understood by Prep students at the end of each term.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>All 26 initial consonant letters and sounds.</td>
<td>Consonant digraphs:</td>
<td>Blends:</td>
<td>Vowel Digraphs/Trigraphs:</td>
</tr>
<tr>
<td>Short vowels: a, e, i, o, u</td>
<td>qu, wh, ck, ng, sh, ch, th (voiced), th (unvoiced), fl, ve, ll, ss</td>
<td>bl, cl, fl, pl, sl, gl</td>
<td>a-e, ay, ai</td>
</tr>
<tr>
<td>Tracking and blending to create short CVC words and word families – (mat, pig, mop)</td>
<td>Tracking and blending to create words with consonants, consonant digraphs and medial short vowels (ship, chip, sing, song, tick, them, live, nice)</td>
<td>br, cr, dr, fr, gr, pr, tr</td>
<td>e-e, ee, ea</td>
</tr>
<tr>
<td></td>
<td>Tracking and blending using blends, consonant digraphs and medial short vowels.</td>
<td>sc, sp, sk, st, sm, sn, sw</td>
<td>i-e, i, y, igh</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sc, sr, spr, apl, str</td>
<td>o-o, ca, ow</td>
</tr>
<tr>
<td></td>
<td></td>
<td>shr, thr</td>
<td>u-e, ue, ew</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Magic E</td>
<td>Other digraphs:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tracking and blending using blends, consonant digraphs and medial short vowels.</td>
<td>ow, ou</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tracking and blending using a range of blends, consonant and vowel digraphs.</td>
<td></td>
</tr>
</tbody>
</table>
How do teachers assist students moving through reading procedures?

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 and Sharing Phase</th>
<th>Guiding and Applying Phase</th>
<th>Assessment and Data Gathering Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Class - Explicit Teaching of Major Teaching Emphases using a focus text. (I Do - You watch me. I’ll show you!)</td>
<td>guided reading activities with clearly defined purpose</td>
<td>summary, review and reflection activities to check the cycles specific literacy learnings (whole class, small group or individual)</td>
</tr>
<tr>
<td>We Do - We’ll do it together)</td>
<td>guided instruction in focus comprehension of decoding strategy and associated key metalanguage.</td>
<td>individual assessment eg running records</td>
</tr>
<tr>
<td>Reading Aloud to Students and Independent Reading by students to be undertaken frequently/daily</td>
<td>immediately build links to whole class/real texts</td>
<td>work samples from group activities analysed</td>
</tr>
<tr>
<td></td>
<td>use of graphic organisers and teaching practices to gather and build knowledge</td>
<td>independent assessment items</td>
</tr>
<tr>
<td></td>
<td>independent practice using a similar text differentiated for ability groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>skills, knowledge and use of aspects of literacy</td>
<td>This phase must occur in every cycle.</td>
</tr>
<tr>
<td></td>
<td>application of new learning</td>
<td>Information gathered should inform planning for the following cycle.</td>
</tr>
<tr>
<td></td>
<td>modelled think-alouds embedded as appropriate</td>
<td></td>
</tr>
</tbody>
</table>

- Modelling
- Sharing

- Whole Class - Explicit Teaching of Major Teaching Emphases using a focus text.

  * (I Do - You watch me. I’ll show you!)

  * We Do - We’ll do it together)

- Guiding
- Applying

  * guided reading activities with clearly defined purpose

  * guided instruction in focus comprehension of decoding strategy and associated key metalanguage.

  * immediately build links to whole class/real texts

  * use of graphic organisers and teaching practices to gather and build knowledge

  * independent practice using a similar text differentiated for ability groups

  * skills, knowledge and use of aspects of literacy

  * application of new learning

  * modelled think-alouds embedded as appropriate

- Assessment
- Data Gathering

  * summary, review and reflection activities to check the cycles specific literacy learnings (whole class, small group or individual)

  * individual assessment eg running records

  * work samples from group activities analysed

  * independent assessment items

- Years P—2

  * 3-5 times/week

  * Modelling Reading sessions 5-10mins

  * Shared reading sessions 15-20 mins

- Years 3—6

  * 2-3 times/week

  * Modelling Reading sessions 5-10mins

  * Shared reading sessions 20-30 mins

Years P—2

- 3-5 times/week

- 15-30mins/lesson

- Yrs P—2

  * 3-5 times/week

  * 15-30mins/lesson

- Yrs 3—6

  * 2-3 times/week

  * 30mins/lesson
What are the Reading Procedures?

<table>
<thead>
<tr>
<th>Reading Aloud to Students</th>
<th>Definition</th>
<th>The focus is on sharing a text for pleasure and not on explicit teaching e.g. 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Our school approach</strong></td>
<td>Daily 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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modelled Reading</th>
<th>Definition</th>
<th>The teacher demonstrates reading behaviours and verbalises the cognitive processes involved. The focus is on explicit planning and demonstration 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. This is demonstrated in the Insight into Inference DVD issued to all schools.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Our school approach</strong></td>
<td>The teacher chooses a text for its suitability or in accordance with C2C, to teach a particular reading behaviour. Sessions are brief (5-10 mins) but occur regularly in the weekly timetable. Use of a variety of types of texts. Clear ‘think aloud’ statements are used.</td>
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</table>

| 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 many 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 |
| **Our school approach** | Whole class activity  
- Text is visible and accessible to all  
- Explicit teaching of focus language features  
- Linked to English or other LA literacy  
- Linked to assessment tasks in English or other LA  
- 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, overhead transparencies, songs, poems, posters, newspapers, magazines – print or multimodal |
**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 varies 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.

| Our school approach | Small group activities
|                     | 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 |

**Independent Reading**

| Definition | 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.

| Our school approach | Students select their own text
|                     | Everyone is involved in reading
|                     | The session is uninterrupted
|                     | Used strategically and in timely periods throughout the broader reading program |
Share Reading at Innisfail State School

(10-15 minutes approximately)

This is the opportunity to share texts with children that they would not normally access or be able to interpret on their own. The reading skills taught in the shared reading session are usually appropriate to the age of the children rather than their reading ability. However, a skilled teacher will ensure that children of all reading abilities will be able to engage with the text.

Each Shared Text experience should have a **Before**, **During** and **After** reading focus. (*First Steps in Reading* has some excellent suggestions for activities in these areas.)

Reading activities as part of the Shared session:

**Immersion:** BOOK TALK
- reading for enjoyment
- understanding the text
- questioning characters, facts, the author
- retrieving information and ideas
- interpreting what the author is saying
- responding - personal responses, art
- drama, journal work; writing in role

The teacher’s role in the immersion stage is to elicit response, extend the children’s responses and encourage critique. Comprehension is developed through lots of talk and the exchange of ideas - not through text book comprehension exercises!

**Analysis:** IDENTIFYING AND COMMENTING ON:
- the author’s style
- the author’s use of language
- the author’s view point
- the structure and organisation of the text
- the purpose and audience of the text
- links to other texts, times and cultures
- how the author’s techniques can inform the children’s writing.

The teacher’s role in the analysis stage is to teach children how to identify author’s techniques and the intended effect upon the text and the reader. This knowledge is used to inform the children’s own writing.

**Basic principles:**
- all children must be able to see the text; with the teacher using a pointer
- the teacher models (*I do*) and then the class or groups read aloud, together; *(We do)*
- the text is explored with a particular focus informed by the objective
- all children are included through good, differentiated questioning
- children are supported in learning how to articulate their responses, interpretation and analysis of what they read
Guided Reading at Innisfail State School

(20 minutes approximately)

Whereas Shared Reading focuses upon teaching children how to read and respond at a level appropriate to their age, Guided Reading focuses upon revising strategies taught in Shared Reading and teaching children how to progress from their current reading level to the next, whether this is below, at, or above a level appropriate to their age.

- A group of about six children, who are reading at about the same level or across a range of levels, for example 16 - 20 are grouped together. The students are guided through the text and are not expected to be independent.
- The teacher chooses a book or text that the children are able to read without to Instructional Level to 90% - 94% accuracy.
- There is a clear teaching focus for the session based upon reading strategies and the children’s goals and next steps. This focus is shared with the children so that they know what they are learning and has links with the purpose for the week’s Shared Text lesson.
- The children read individually, not in turn, with the teacher ‘tuning in’ to individuals as they read.

⇒ Beginner readers may read in a quiet voice and the teacher tunes in to listen for reading behaviours and areas for development.
⇒ Confident readers may read in silence with a focus set by the teacher and the teacher tunes in to listen for reading behaviours and areas for development.

There is a balance of teacher and child talk, with the teacher prompting, and facilitating discussion rather than dominating.

THE GUIDED READING SEQUENCE

⇒ Purpose What the intent is for this session. Shared with children and visible.
⇒ Success criteria How we know we have reached our intent. Shared with children and visible.
⇒ Preview Phonics and reading strategies if appropriate;
⇒ I Do Book introduction, recap or overview of text.
⇒ We Do Teacher Models the reading of a few lines of text or paragraph.
⇒ Students read a few lines of text or paragraph as a group.
⇒ We Do Some students can be asked to read out aloud by them but not in a Round Robin format.
⇒ You Do Individual reading with a focus.
⇒ Plough Back Returning to the text as a group for further exploration.
⇒ Response— Personal journals; drama; art; writing in role to inform assessment of understanding.

The greatest challenge during a guided reading session is ensuring that all of the other children in the class are occupied in meaningful and engaging tasks so that interruptions are kept to a minimum. If guided reading takes place within the literacy lesson, the other children will be engaged in independent activities linked to the lesson intent. If the guided reading session is outside of the literacy lesson, a reading workshop model could be adopted. One example is that there are five reading focuses over the week, e.g.

Group A: Preparing for Guided Reading
Group B: Guided Reading — this section should always be the responsibility of the teacher
Group C: Responding to Guided Reading — use of Teacher Aides is good here
Group D: Free Choice Reading — from Book Box
Group E: Library; story tapes; reading circle; journals; writing in role
### Modelled Reading Checklist

**Modelled reading**: 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 internalize these strategies and practices for later use. Hence modelled reading is a key strategy which teachers must use regularly and expertly.

- **Explains the focus of 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 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 modelling**
- **Overly 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**

### Shared Reading Checklist

**Shared 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.

- **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 demonstration 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**

### Guided Reading Checklist

**Guided reading**: 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 than texts students would be able to read independently. Guided reading provides the bridge between shared reading and independent reading.

- **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 e.g. prediction, making connections, considering visuals, through the use of focussed questions and prompts**
- **Highlights and discusses potential difficulties with e.g. 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**

### Independent Reading Checklist

**Independent reading**: 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.

- **Provides texts at an appropriate independent level to enable students to practice independently the strategies that have been taught**
- **Employs monitoring systems which ensure the appropriateness and completion of independent reading**
- **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**
- **Takes running records while students are engaged in independent reading**

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**INNISFAIL STATE SCHOOL**

**Reading Lesson Checklist**

**Working Towards Greater Things**

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**Queensland Government**
The Reading Process and Cueing Systems

Reading is:
- A social and critical practice
- A problem solving process
- A cognitive activity involving extracting and constructing meaning
- A process in which knowledge is transformed
- Active
- Purposeful

Fluency requires knowledge of:
- Punctuation
- Expression
- Text knowledge
- Sight words

To apply the graphophonic cueing system, students require knowledge of:
- Book / text knowledge
- Multimedia conventions – menu, icons etc.
- Metalinguistic knowledge
- Phonological knowledge
- Phonemic knowledge
- Phonics
- Alphabet
- Blending / segmenting
- Onset / rime
- Accuracy
- Rate

To apply the syntactic cueing system, students require knowledge of:
- English language conventions
- Sentences
- Subject / verb agreement
- Nouns, verbs, adjectives, adverbs
- Pronouns, conjunctions, articles, prepositions
- Tense
- Voice
- Morphemes
- Derivation

To apply the semantic cueing system, students require knowledge of:
- The world / disciplines / concepts / topics
- High order thinking skills – inferring, analysing, synthesising (Comprehension)
- Vocabulary
- Etymology
- Texts: context, purpose – whole text and within text, audience and author
- How language makes meaning in context at the clause, sentence and whole text levels (MOL)
- Codes of multimedia texts (visual, audio, digital etc.) and how these contribute to meaning

Stage 1- short vowels, single letters
Stage 2- short vowels, blends
Stage 3- long vowels, single then blends
Stage 4- nonsense words
- 3/4/5 letter nonsense/real words
- 10 letter nonsense/real words
- 15 letter nonsense/real words
- 20+ letter nonsense/real words

Tracking—Acceleration

Working Towards Greater Things
# Reading Strategy

## Student Prompts

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Image</th>
<th>Description</th>
</tr>
</thead>
</table>
| **EAGLE EYE** | ![Eagle](image) | Look at the pictures!  
• Look at the picture for clues |
| **LIPS THE FISH** | ![Fish](image) | Get your lips ready!  
• Say the first few sounds of the new word  
• Read to the end of sentence and say it again |
| **STRETCHY SNAKE** | ![Snake](image) | Stretch it out!  
• Stretch the word out slowly  
• Put the sounds together |
| **CHUNKY MONKEY** | ![Monkey](image) | Chunk the Word!  
• Look for a chunk that you know, eg. -at  
• Look for a word part, eg. -ing |
| **SKIPPY FROG** | ![Frog](image) | Skip it. Skip it!  
• Skip the word  
• Read to the end of the sentence  
• Hop back and READ IT, READ IT! |
| **TRYIN LION** | ![Lion](image) | Try it again!  
• Try to remember the sentence  
• Try a word that makes sense |
| **FLIPPY DOLPHIN** | ![Dolphin](image) | Flip the sound word!  
• Try the other sound word  
• Flip a short sound for a long sound and vice versa |
| **FIX IT BEAR** | ![Bear](image) | Monitor and Fix it!  
• Think about what you read, so you know when you don’t understand  
• Use fix-it strategies when you don’t understand |
| **HELPFUL HOPPER** | ![Kangaroo](image) | Ask for help!  
• After you have tried all of the other strategies, ask someone for help |
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.

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.

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: How can you conclude...? How can you tell...? What biases or beliefs are...? How do you know...? Who does remind you of...? Note: The word you is often used in Level III questions.
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.

On My Own

The answer is not in the text.
- think about what you already know
- think about what you’ve already read before make 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.
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 assist the reader problem-solve unknown words**
- 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?
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?”

Working Towards Greater Things
What aspects of reading require explicit instruction?

Early skill development in oral language and metalinguistics is crucial to successful literacy development in children. The following diagram (adapted from Martha Cummings PHD.CC-C) explains the developmental nature of the teaching of reading. 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.

### Metalinguistics
- phonological awareness
- phonemic awareness

Metalinguistics is the child’s ability to understand the nature of language and to reflect on and manipulate the structural features of language.

- meta = to talk about
- linguistics = language

Phonological awareness is being aware of how words sound.

Phonemic awareness is the ability to attend to the phonemes within words (the individual sounds within words).

### Oral Language

Oral language is the basis for reading and writing and is a child’s earliest form of communication. It involves children moving through developmental phases that build understandings of social convention, syntax, semantics and phonemic awareness.

### Phonics

Phonics is a form of instruction for understanding and using the alphabetic principle, that there is a predictable relationship between phonemes and graphemes, the letters that represent those sounds in written language and that this information can be used to read or decode words.

### Decoding

Decoding, at the word level, involves translating a printed word into sounds (using Graphophonic knowledge) and at the text level involves integrating the 3 cueing systems to work out the meaning of words in context.

### Active Reading

Reading comprehension is the process of constructing meaning from a text by using a range of strategies and processes.

### Five Key Aspects of the Teaching of Reading
- fluency
- a broad and deep vocabulary
- active comprehension strategies
- knowledge of texts and textual features
- knowledge of the world
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 Innisfail 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.

<table>
<thead>
<tr>
<th>Oral Language</th>
<th>Resources</th>
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<td>Mt Isa Oracy Program</td>
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<td>Knowledge about print</td>
<td>Focus on Phonics—Kit PMAP (EQ) EQ Resource in all Schools</td>
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<td>Jolly Phonics</td>
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<td></td>
<td>Jolly Grammar</td>
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<td>Phonemic Awareness</td>
<td>Improving Outcomes: Spelling DVD</td>
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<td>Decoding Strategies</td>
<td>First Steps in Reading</td>
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<td>Stars and Cars</td>
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<td>Fluency - the ability</td>
<td>Teaching for Fluency</td>
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<td>Reading to Learn in English - Fluency P-10</td>
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<td>Reading to Learn in Science – Fluency P-10</td>
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<td>Fluency Across the Years</td>
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<td>Teaching for Fluency Across the Years P-2</td>
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<td>Teaching for Fluency Across the Years 3-6</td>
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<td></td>
<td>Teaching for Fluency Across the Years 7-9</td>
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**Teaching Emphases**

- **Oral Language**
  - listening
  - expressive language-vocabulary, grammar
  - social language- social skills, conversational behaviours
  - language and literacy

- **Knowledge about print**
  - Book orientation
  - Print orientation / directionality
  - One-to-one correspondence
  - Identify letter, word, picture

- **Phonemic Awareness**
  - Syllables
  - Sound awareness
  - Rhyme
  - Onset and rhyme
  - Alliteration
  - Blending phonemes

- **Graphophonics**

- **Decoding Strategies**
  - Re-reading
  - Reading on
  - Sounding out
  - Chunking
  - Using analogy
  - Predicting
  - Consulting a reference

- **Active Reading**

- **Fluency**
  - the ability to read accurately, quickly, expressively with good phrasing and with good comprehension.

- **Automaticity**
  - of word recognition and the ability to work out unknown words

- **Phrasing**
  - the ability to use the cueing systems to maintain meaning

- **Expression**
  - ability to use pitch, tone, and rhythm to construct and enhance meaning.
### Teaching Emphases

<table>
<thead>
<tr>
<th><strong>Active Reading</strong></th>
<th><strong>Resources</strong></th>
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<tr>
<td><strong>A Broad and Deep Vocabulary</strong>&lt;br&gt;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><strong>Teaching Vocabulary</strong>&lt;br&gt;<strong>Vocabulary Across the Years</strong>&lt;br&gt;<strong>Active Comprehension Strategies Across the Years P-2</strong>&lt;br&gt;<strong>Active Comprehension Strategies Across the Years 3-6</strong>&lt;br&gt;<strong>Active Comprehension Strategies Across the Years</strong>&lt;br&gt;<strong>A Broad and Deep Vocabulary – Additional Support</strong></td>
</tr>
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| **Active Comprehension Strategies**<br>• predicting<br>• previewing & setting a purpose connecting<br>• comparing<br>• inferring<br>• synthesising<br>• creating Images/visualising<br>• self-questioning & self-monitoring<br>• skimming<br>• scanning<br>• determining importance/finding main idea<br>• summarising & paraphrasing<br>• adjusting reading rate<br>• sequencing<br>• retelling & recalling detail<br>• activating prior knowledge | **Active Comprehension Strategies Across the Years P-2**<br>**Active Comprehension Strategies Across the Years 3-6**<br>**Active Comprehension Strategies Across the Years 7-9**<br>**Teaching Reading and Viewing – Comprehension Strategies and Activities Years 1-9 (QSA)**<br>**Teaching reading and Viewing (Years 1-3)**<br>**Teaching Reading and Viewing (Years 4-7)**<br>**Teaching Reading and Viewing (Years 8-9)**<br>**Lead 21 - Reading Comprehension (Wright Group)**<br>**Insight Through Inference DVD - EQ Resource in all schools**<br>**Commercial Resources**<br>• Springboards (MacMillan),<br>• Springboards into Comprehension (MacMillan),<br>• Stars and Cars (Hawker Brownlow),<br>• Sails (Rigby),<br>• PM...<br>• Rigby Collections (Rigby),<br>• Fitzroy Readers<br>• Yarning Strong etc... |

| **Knowledge of Texts and Textual Features**<br>Some examples of these elements include:<br>• organisational devices<br>• headings<br>• tables<br>• graphs<br>• cohesive devices<br>• sentence and clause structure<br>• word choice<br>• figurative devices | **Knowledge of Texts and Textual Features Across the Years of Schooling**<br>**Knowledge of Texts and Textual Features P-2**<br>**Knowledge of Texts and Textual Features 3-6**<br>**Knowledge of Texts and Textual Features 7-9**<br>**Reading to Learn in English – Knowledge of Texts and Text Features**<br>**Reading to Learn in Science – Knowledge of Texts and Text Features** |

| **Knowledge of the World**<br>• field knowledge<br>• discipline knowledge<br>• making connections between new and old ideas, and across text<br>• recognising multiple meanings<br>• vocabulary mastery | **Knowledge of the World**<br>**Reading to Learn in English – Knowledge of the World**<br>**Reading to Learn in Science – Knowledge of the World**<br>**Knowledge of the World Across the Years**<br>**Knowledge of the World Years P-2**<br>**Knowledge of the World Years 3-6**<br>**Knowledge of the World Years 7-9** |
At Innisfail State School our reading program is around the *Springboards* and *Springboard into Comprehension* reading materials. We recognise, that while these reading materials are central to our program, our program is not limited to these resources. We encourage the use of other relevant reading materials, including newspapers, novels, magazines, instructions and nonfiction, so that reading experiences are varied and opportunities are many, for students to engage with and respond to text.

The following diagram highlights for teachers how the resources are allocated and used in our school.

<table>
<thead>
<tr>
<th>Other Materials</th>
<th>YEAR LEVEL</th>
<th>KEY READING FOCUS</th>
<th>YEAR LEVEL</th>
<th>Other Materials</th>
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<tbody>
<tr>
<td><em>Sails</em> Levels: 1-5</td>
<td>Prep</td>
<td><em>Springboards Levels</em> 1 – 9 Based on FNQ PM requirements</td>
<td>Prep</td>
<td><em>C2C reading references Including Book Boxes</em></td>
</tr>
<tr>
<td><em>PM Readers</em> Levels: 1-5</td>
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<tr>
<td><em>Fitzroy Readers</em> Levels</td>
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<tr>
<td><em>Sails</em> Levels: 6-15</td>
<td>Year 1</td>
<td><em>Springboards Levels</em> 9-19 Based on FNQ PM requirements</td>
<td>Year 1</td>
<td><em>C2C reading references Including Book Boxes</em></td>
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<td><em>PM Readers</em> Levels: 6-15</td>
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<tr>
<td><em>Fitzroy Readers</em> Levels</td>
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<tr>
<td><em>Sails</em> Levels: 16-20</td>
<td>Year 2</td>
<td><em>Springboards Levels</em> 19 – 25 Based on FNQ PM requirements</td>
<td>Year 2</td>
<td><em>C2C reading references Including Book Boxes</em></td>
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<td><em>PM Readers</em> Levels: 16-20</td>
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<tr>
<td><em>Fitzroy Readers</em> Levels</td>
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<tr>
<td><em>Sails</em> Levels: 21-24</td>
<td>Year 3</td>
<td><em>Springboards Levels</em> 26 – 30 Based on FNQ PM requirements</td>
<td>Year 3</td>
<td><em>C2C reading references Including Book Boxes</em></td>
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<td><em>PM Readers</em> Levels: 21-24</td>
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<tr>
<td><em>Fitzroy Readers</em> Levels</td>
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<tr>
<td><em>Rigby Collections Middle Phases</em> 1 - 3</td>
<td>Year 4</td>
<td><em>Springboard into Comprehension Levels</em></td>
<td>Year 4</td>
<td><em>C2C reading references</em></td>
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<tr>
<td><em>Jacaranda English</em></td>
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<tr>
<td><em>Rigby Collections Middle Phases</em> 4 - 6</td>
<td>Year 5</td>
<td><em>Springboard into Comprehension Levels</em></td>
<td>Year 5</td>
<td><em>C2C reading references</em></td>
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<td><em>Yarning Strong</em></td>
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<tr>
<td><em>Jacaranda English</em> Upper Phases* 7 - 9</td>
<td>Year 6</td>
<td><em>Springboard into Comprehension Levels</em></td>
<td>Year 6</td>
<td><em>C2C reading references</em></td>
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<td><em>Rigby Collections Upper Phases</em> 10 - 12</td>
<td>Year 7</td>
<td><em>Springboard into Comprehension Levels</em></td>
<td>Year 7</td>
<td><em>C2C reading references</em></td>
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</table>

* NB Book Boxes are individual boxes that consist of familiar readers that children can access as part of the class reading program, to build their confidence with reading and develop vocabulary.
Provision of reading intervention

Underlying the Intervention at Innisfail State School are the following mantras:

- 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 Innisfail State School our Intervention consists of:

*Individual Learning Plans* for identified children not reaching minimum standards or children identified as requiring extension in some or all areas of their learning.

These plans are developed in consultation with classroom teacher and the Learning Support Committee from data collected from a variety of sources. They are also completed with a Teacher/Parent/Carer interview in weeks 1 and 6 of each term as required. (See Appendix A for example).

The Learning Plans contain:

- Identified strengths and weakness in the area of reading (as well as other English components, Maths and other learning areas)
- Relevant information about students’ achievements
- Relevant information about Intervention to date, and proposed Intervention into the future
- Goals for student and parent/carer
- Review dates (weeks 1 and 6)

For children not reaching minimum standards, they placed on these *Individual Learning Plans* for a maximum of 2 years, in which time, other data is gathered to discover whether there are other causes for the delay in their learning – physical, psychological, physiological etc...


These programs commence in Prep and Year 1 for students identified by classroom teacher and STL&N as requiring extra support to meet Minimum Standards in reading.

*Work with identified key personnel including but not exclusive to:*

- Support Teacher- Literacy and Numeracy
- English as a Second Language Teacher
- Speech Language Pathologist
What reading assessment needs to be undertaken?

Assessment takes various forms and fulfils a variety of purposes:

- **Assessment FOR learning** - enabling teachers to use information about student 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 student learning to assess student achievement against goals and standards

**Assessment – FOR**

At Innisfail state School, there is a data gathering schedule. Our Whole School Assessment Framework is available on G drive

- **PAT** – R (Stanine, Scale, Percentile, Raw Score, item analysis)
- **PM, IPI** (fluency, decoding, comprehension, level)
- **Running Records**
- **NAPLAN** (Stanine, comparability to National Standards, comprehension, item analysis)

**Assessment – OF**

At Innisfail State School, data is collated on distance travelled by collecting work samples through a variety of means as an indication about assessment OF learning in reading. For example:

**Literacy Indicators**


- Prep Literacy Indicators
- Year 1 Literacy Indicators
- Year 2 Literacy Indicators
- Year 3 Literacy Indicators
- Year 4 Literacy Indicators
- Year 5 Literacy Indicators
- Year 6 Literacy Indicators
- Year 7 Literacy Indicators

- **PAT R**
- **PM, IPI** (fluency, decoding, comprehension, level)


**Assessment – AS**

At Innisfail State School, students have opportunities to monitoring their progress at different junctures throughout the teaching and learning cycle in order to reflect on their learning in reading. For example:

- **C2C** (Curriculum into the Classroom) Assessment Tasks
- **Reading Logs**
- **Nominated folio assessment items** (C2C related)
How can school, class, group and individual reading goals be set?

Using the *Dimensions of Teaching and Learning* Innisfail 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 Innisfail State School our data sources include but are not exclusive to:

- **PAT –R**: data gives whole school and individual foci
- **PM Benchmarking and IPI**: data gives group and individual foci
- **NAPLAN**: data gives whole school foci
- **INDICATORS – Key Indicators in Conventions not yet achieved** gives group and individual foci

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 foci.

**HOW CAN STUDENT LEARNING BE EVIDENCED?**

At Innisfail 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 e.g. ‘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
Monitoring Reading Improvement

MONITORING
- Establish high expectation standards that will inform targets, e.g. Age appropriate NAPLAN bands for all students as the minimum standard or Stanine Four on the age appropriate PAT R test.
- Each year level will identify half term reading goals in phonemic awareness, phonics, vocabulary development and comprehension, e.g. literacy indicators.
- Corresponding assessment tasks will be developed 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 each student’s previous year’s program.
- Include provision for point in time assessments: PAT R, PM Benchmarks, NAPLAN results, Sightword Testing and Semester results.
- Input student data onto OneSchool

FIRST ITERATION- MID TERM 1
- 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.

SECOND ITERATION- END TERM 1
- 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 termly Reading Goal Interviews with Class Teachers
- Regularly monitor the input of data for all teachers
- Organise term moderation meetings.
- (Principal and/or Literacy coaches 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/term.
- Develop Individual Reading Goals for Students and discuss these goals with the Principal twice termly (5 weekly cycle)
### Examples of Best Literacy Practice

<table>
<thead>
<tr>
<th></th>
<th>Purposeful reading activities. These include opportunities to participate in</th>
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</thead>
</table>
| 1 | - Modelled Reading  
     - Shared Reading  
     - Guided Reading  
     - Independent Reading  
     - Peer Reading  
     - Critical Reading |

<table>
<thead>
<tr>
<th></th>
<th>Purposeful writing activities. These include opportunities to participate in</th>
</tr>
</thead>
</table>
| 2 | - Modelled Writing  
     - Shared Writing  
     - Guided Writing  
     - Independent Writing |

<table>
<thead>
<tr>
<th></th>
<th>Purposeful oral language activities. Including</th>
</tr>
</thead>
</table>
| 3 | - Modelling of speaking activities  
     - Vocabulary building  
     - Think, Pair, Share strategy  
     - Formal Speaking opportunities  
     - Focus on performance |

<table>
<thead>
<tr>
<th></th>
<th>School Spelling program—Focus on teaching of Spelling (Jolly Phonics; Spelling Mastery; C2C Spelling)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Editing / Proof Reading Guide including punctuation</td>
</tr>
</tbody>
</table>

|   | Purpose for Learning  
     - **Learning Intent**: What am I learning today? (WILT)  
     - **Success Criteria**: What am I looking for? (WILF) |
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<tbody>
<tr>
<td>5</td>
<td>Reflection on task and learning (Ploughback / Review)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Differentiation— all students catered for at their level of need</th>
</tr>
</thead>
</table>
| 6 | Vocabulary Rich Environment. Classroom has multiple places for students to access KLA specific vocabulary. Including  
     - Word Walls  
     - Class Dictionaries / Personal Dictionaries / Thesauruses  
     - Vocabulary lists  
     - Intentional teaching of Vocabulary |

|   | Literature Rich Environment  
     - Students engage with a variety of text types  
     - Classroom has a rich environment of text types |
|---|-------------------------------------------------|
Acknowledgements

- FNQ Turn Around Team - Nikki Dredge and Sue Biggs
- FNQ Reading Guidelines Document, 2014
- FNQ Reading Expectations, 2014
- FNQ Assessment Guidelines 2014
- Darling Downs South West Region – Reading Framework Document
- Shorncliffe Whole School Reading Assessment Schedule 2012